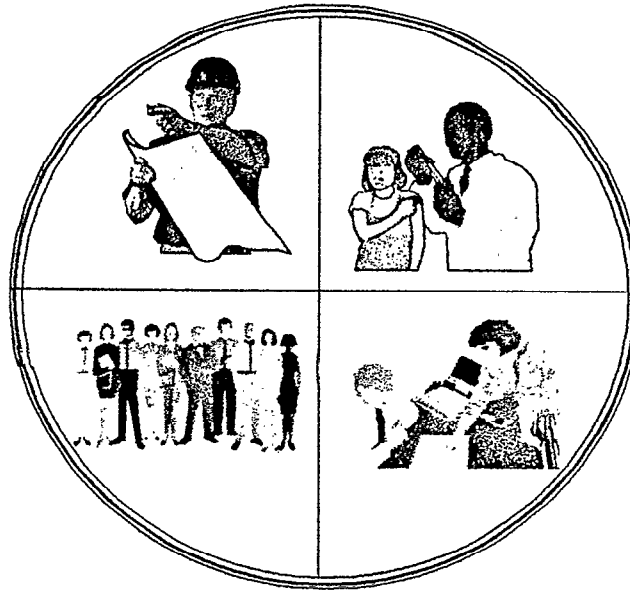


# Attachment A

# FOCUSING ON EMPLOYMENT:

## *Synopsis*



### IM/GAIN BUREAU REDESIGN PLAN

John Cullen, Director  
Contra Costa County  
Social Service Department  
November, 1996

## EXECUTIVE SUMMARY

This report contains a plan to redesign the Contra Costa County Social Service Department's Income Maintenance/Greater Avenues for Independence (IM/GAIN) Bureau to provide employment-focused services. The redesign plan seeks to restructure public assistance services in Contra Costa County to address two central problems: (1) **low-income families and individuals are not moving rapidly to secure employment**; and (2) **many of the low-income families and individuals who are working are not escaping poverty**. The IM/GAIN Bureau Redesign Project was conducted to address these problems and work proactively to resolve them.

The plan was developed by the Policy Design Group (composed of staff representing all affected levels and functions in the Department), with input from the Resource Group (Department specialists in the areas of finance, personnel, training, information systems, public information, etc.) and others. The goals, values, vision, strategies and outcomes outlined in the plan were designed to further the Department's mission, taking into account federal welfare reform legislation and initiatives currently underway to coordinate the delivery of employment-related services in Contra Costa County (in particular, the "One-Stop" vision).

The goal of the redesign is, in partnership with other departments, agencies and the community, to contribute to the reduction of poverty and the promotion of well-being in Contra Costa County by: moving families and individuals from welfare to work; increasing their earned incomes; providing supportive services (such as child care, cash aid, access to nutritional and health assistance) and increasing access to other services and resources during the transition to economic self-sufficiency; and increasing service efficiency and job-seeker, employer and staff satisfaction.

The IM/GAIN Bureau redesign plan calls for phasing in employment-focused services and re-configuring the Bureau into an employment and supportive services division that will support the establishment of regional Resource, Employment and Achievement (REACH) Centers in Contra Costa County. In addition, this document endorses county-wide systems change and commits the Social Service Department to working with the multiple agencies that provide employment- and poverty-related services in the effort to create a seamless, multi-agency employment services system in Contra Costa County.

The plan identifies four major **strategies** for moving toward the REACH Center model: (1) building and refining the REACH vision; (2) adopting the new program design; (3) strengthening organizational capacity; and (4) collaborating with partner organizations. Under each strategy, specific **action steps** are listed. Redesign activities span three **phases**, utilizing a staff-driven design that calls for Action Teams, Task Forces, the Resource Group and a Redesign Coordinating Committee to create and monitor **action plans** designed to move the Bureau toward employment-focused service delivery. **Outcome measures** chart progress toward redesign goals.

The plan was designed to be a flexible instrument to achieve the goal of evolving to an employment-focused service delivery system in this time of fundamental change in public assistance programs.

## I. THE NEED FOR EMPLOYMENT-FOCUSED SERVICES

### A. State and Federal Welfare Reform: A New Employment-Focused Era for Public Assistance

The passage of federal welfare reform legislation in August, 1996, signals a fundamental shift in the nature of public assistance in the United States. Federal welfare reform establishes work as the **reciprocal obligation** of able-bodied recipients of public assistance, and redefines cash assistance as a **time-limited support** for needy families. This ethic surely will be reflected in California's soon-to-be-developed, reformed public assistance system. This new era requires the redefinition of programs and services available at the local level, revised program goals and strategies and new roles for staff who administer these programs and for individuals who participate in them.

In anticipation of these changes at the state and federal levels, and in response to widespread recognition at the county level that the system that serves low-income children, families and individuals could be considerably strengthened, Contra Costa County embarked on an intensive effort to redesign the Department of Social Service's Income Maintenance (IM)/Greater Avenues for Independence (GAIN) Bureau. The results of this effort are contained in this document in the form of a plan to transform the work of the IM/GAIN Bureau to employment-focused services aimed at ensuring that individuals and families, including public assistance job-seekers, obtain and maintain employment and progress toward the achievement of economic self-sufficiency.

### B. Unemployment and Poverty in Contra Costa County

The IM/GAIN Redesign seeks to restructure public assistance services in Contra Costa County to address two central problems: (1) Low-income families and individuals in Contra Costa are not moving rapidly to secure employment; and (2) Many of the low-income families and individuals in Contra Costa who are working are not escaping poverty. Federal welfare reform legislation makes participation in work activities mandatory for most families receiving public assistance. By 2002, 50% of all families and 90% of two-parent families must be working, or engaged in a qualified work activity, 30 and 35 hours a week respectively. **As of August 1996, only 17.4% of all AFDC families in Contra Costa County reported any earned income.** In order to effectively reduce poverty in the context of time-limited public assistance, low-income families and individuals need to be able to get jobs, to keep jobs and to move up the employment ladder to higher-paying jobs. In addition, low-income families and individuals need supportive services necessary to support their self-sufficiency goals -- including accessible and affordable child care, transportation and health care.

### C. Need for IM/GAIN Bureau Redesign

An examination of the IM and GAIN functions indicates the following barriers to operating efficiently and effectively to increase employment and reduce poverty: (1) A range of regulatory and statutory barriers inhibit the Department's effectiveness at increasing the employment and self-sufficiency of job-seekers; (2) The IM and GAIN functions currently do not share a common goal of helping job-seekers to obtain and maintain economic self-sufficiency; (3) The IM and GAIN functions currently are not sufficiently suited to meeting the needs of both employers and job-

seekers in a “jobs-first” environment; and (4) The IM and GAIN functions lack strong connections with other departments and agencies that also provide employment and supportive services. AFDC and GAIN were designed to meet the requirements of state and federal law under the policy premises that governed these two programs. These programs were not designed to meet the employment outcomes under TANF. In order to effectively address the issues of unemployment and poverty in a welfare reform environment, the IM/GAIN Bureau needs to provide employment-focused services, to be driven by the needs of job-seekers and employers, to expand efforts to partner with the larger employment service delivery community and to tackle the regulatory and statutory barriers inhibiting effective and efficient service delivery.

#### **D. IM/GAIN Bureau Redesign Project**

The IM/GAIN Bureau Redesign Project was established to address the barriers outlined above and work proactively toward resolving these issues. The IM/GAIN redesign process was spearheaded by the Policy Design Group (PDG), comprised of a wide range of line staff, selected by their respective bargaining units, and other representatives from the IM and GAIN programs. This group researched welfare reform models and other innovations being planned and implemented across the country, brainstormed new program design and activities ideas and actively sought and gathered input from staff in local offices. Members of the group also visited seven California counties and conducted extensive outreach to gather input both within the Department and in the larger community, by attending employment and training meetings, holding large community forums and interviewing current recipients of IM and GAIN services. The best ideas, models and processes were evaluated and customized to meet the needs of Contra Costa staff and job-seekers.

The planning process also included consultation with a Resource Group, which includes Social Service Department technical experts on areas such as finance, personnel, training, facilities, information technology, public relations and program policy. The Planning Team, comprised of the Redesign Project Director, Associate Planner and Researcher, coordinated the redesign process.

The redesign process resulted in two major recommendations: (1) that the IM/GAIN Bureau be redesigned to provide employment-focused services; and (2) that the Social Service Department concurrently endorse a county-wide systems change effort and commit to working with the County’s numerous employment-related stakeholders to form a seamless, multi-agency employment services system.

#### **E. IM/GAIN Bureau Redesign Plan**

The IM/GAIN Bureau redesign is aimed at phasing in employment-focused services and re-configuring the IM/GAIN Bureau into an employment and supportive services division that will support the establishment of regional Resource, Employment and ACHievement (REACH) Centers in Contra Costa County. As REACH Centers are established, employment and supportive services division employees will staff these centers, in partnership with staff from other agencies and community-based organizations that also provide employment and supportive services.

This plan establishes goals and values for the redesign, lays out a broad vision, describes strategies for implementing the needed changes and provides outcomes and benchmarks for measuring progress toward achieving the vision. Implementation of the redesign is seen as a **flexible, evolutionary process**. The redesign plan is considered to be a **framework for change**. It is vital that the redesign process continue to build upon the valuable insights and input of departmental staff at all levels, employers, job-seekers, other agencies and community-based organizations.

## F. Commitment to County-Wide Systems Change

In developing the IM/GAIN redesign plan, the Policy Design Group recognized that reducing poverty and promoting well-being in Contra Costa County cannot be achieved by any one bureau, department or agency. The success of the IM/GAIN redesign is strongly connected to changes taking place concurrently in the larger county-wide employment services arena, including efforts to link with existing and continuing plans being brought forth by other agencies. **This document endorses the establishment of a coordinated, seamless, multi-agency employment services system, aimed at providing families and individuals, including public assistance job-seekers, with the tools necessary to obtain and maintain employment, achieve economic self-sufficiency and continually move forward toward achieving their career goals.**

The redesign plan calls for the key stakeholders in the Contra Costa employment services community to come together within the first phase of redesign implementation to share initial ideas on developing a comprehensive, coordinated, multi-agency strategy for addressing the issue of employment in Contra Costa County. Over the next few months, these groups could devise a work plan that connects current and planned initiatives, resulting in a more effective and efficient means for achieving our common goals. These steps would result in the articulation of a common vision and, ultimately, the establishment of a comprehensive, employment services system in Contra Costa County.

## II. GOALS AND VALUES OF THE REDESIGN

### Redesign Goals:

*In partnership with other departments, agencies and the community, to contribute to the reduction of poverty and the promotion of well-being in Contra Costa County by:*

- ❖ *moving families and individuals from welfare to work;*
- ❖ *increasing earned incomes;*
- ❖ *providing supportive services (such as child care, cash aid, access to nutritional and health assistance) and increasing access to other services and resources to those in need as they work toward economic self-sufficiency;*
- ❖ *increasing service efficiency and job-seeker, employer and staff satisfaction.*

### Redesign Values:

- ❖ *We recognize that all individuals possess strengths, skills and abilities that provide the foundations for self-sufficiency and that effective services must be tailored to the individual needs of a diverse participant population.*
- ❖ *We recognize that employment is the critical means of increasing self-esteem, health, economic independence and self-sufficiency.*
- ❖ *We recognize the importance of education and training, in tandem with employment and related activities, as a means of increasing self-sufficiency.*
- ❖ *We recognize that mutual obligations and clear expectations between participants and the agency are the best means to promote self-reliance.*
- ❖ *We recognize our commitment to working to streamline program rules and regulations to improve the efficiency and effectiveness of service delivery.*
- ❖ *We recognize that the efficacy of our efforts is contingent upon our capacity to work in partnerships with each other, other divisions, other departments, other agencies and with the community.*
- ❖ *We recognize that children are our County's most valuable resource and that, by supporting families in their self-sufficiency efforts, we help to build the next generation of healthy and economically independent adults.*

### III. THE RESOURCE, EMPLOYMENT AND ACHIEVEMENT (REACH) CENTER VISION

Regional REACH (Resource, Employment and ACHievement) Centers will be established in Contra Costa County during implementation of the redesign. Within the Social Service Department, the IM/GAIN Bureau will be re-configured into an employment and supportive services division. As the Department evolves toward an employment-focused service delivery system, these employees will staff the REACH Centers in partnership with staff from other county agencies and community-based organizations that provide employment and supportive services.

The key elements of the REACH model program design are: emphasis on employment and self-sufficiency; participant options; flexibility; case management and assessment.

The building blocks of the REACH Center model are based on elements drawn from some of the most successful programs currently in place and the wisdom and experience of our staff. These building blocks include: **core job-seeker activities** (activities directly related to employment); **celebration and acknowledgment** (for the job-seeker, for obtaining and maintaining employment and for staff who assist in these efforts); **job retention/employment enhancement** (outreach and follow-up for working participants, as well as access to concurrent activities such as education, training and life-long learning workshops); **linkages with employers** (employer panels, job development, etc.); **access to and utilization of supportive services** (including child care, transportation and health care); **collaborative partnerships** (working with other agencies to maximize resources and expand service capacity); and **mutual support opportunities** (encouraging job-seekers and working participants to network for jobs, facilitating mentor opportunities between working participants and job-seekers, etc.).

#### IV. RECOMMENDATIONS FOR BUREAU REDESIGN: MOVING TOWARD THE REACH CENTER MODEL

##### A. Implementation Roles and Responsibilities:

The implementation process is designed to be staff-driven, relying heavily on broad-based input and participation from staff at all levels. Groups with lead responsibility for redesign implementation are listed as follows:

**District Action Teams:** Each district office will form an Action Team, coordinated by the IM Division Manager and comprised of a representative group of volunteer or appointed staff from the current IM and GAIN programs and including clerical and other staff who support these programs (such as reception staff) as well as staff from other bureaus. Each Action Team will be charged with the responsibility of devising work plans aimed at moving towards the REACH Center model. Upon approval by the Director, the Action Team will then take the lead in implementing the approved changes.

**Task Forces:** Five Task Forces will be established to design and implement strategies that address cross-cutting, bureau-wide issues: Staff Development Task Force; Public Relations Task Force; Program Design Task Force; Community Resources Task Force; and Zero-Based Forms Task Force. Each Task Force will be comprised of volunteer or appointed staff from across the Bureau, as well as volunteers from other bureaus, and will be coordinated by a Planning Team member or by a Resource Group member with expertise in the given area. Each Task Force will be responsible for devising and implementing work plans related to its designated area.

**Planning Team:** The role of the Planning Team, comprised of the Redesign Planning Manager, the Associate Planner and Researcher, will shift from oversight of the planning process to oversight and coordination of the implementation process, including welfare reform activities.

**Resource Group:** The roles of the Resource Group include: offering assistance to the Action Teams as needed during the development and implementation of their action plans; chairing and/or participating on Task Forces; assisting in devising work plans and strategies for implementing the redesign; participating in Redesign Coordinating Committee meetings to review progress of the implementation process and recommend course corrections; assisting in coordinating the activities of program committees with redesign activities; working with the Planning Team to facilitate redesign implementation.

**Redesign Coordinating Committee:** The Planning Team, the Resource Group, the Social Service Assistant Director for IM/GAIN, the GAIN Division Manager, the General Assistance Policy Division Manager and representatives from each of the Action Teams and Task Forces (including participants from other bureaus) will come together periodically as the Redesign Coordinating Committee to ensure consistent and timely implementation of the redesign.



## B. Implementation Time Frames

The redesign will be implemented in three phases:

**Phase 1 (Early Implementation)** spans the first four months of implementation. The expected time line is November, 1996, through February, 1997. Phase 1 is the preparation stage, during which time the plan is communicated to all staff, organizational culture change training gets underway, the implementation groups are established and some of the more straightforward activities aimed at moving towards an employment-focused system take place.

**Phase 2 (Transitioning to REACH)** runs through the fourteenth month of implementation. The expected time line is March, 1997, through December, 1997. During this stage, the Department begins the shift from the traditional IM/GAIN model toward the REACH Center model by overlaying the importance of employment on all activities. Each district office implements strategies for adopting and experimenting with the key components of the REACH Center model during Phase 2, as well as conducting at least one of four pilot projects aimed at examining alternative methods for re-configuring duties. This phase includes: modification of the vision based on welfare reform (which may be announced as early as January 1997) and implementation experiences; adoption and experimentation with the various components of the REACH Center model; exploration of new functions, roles and responsibilities of staff; and on-going training. Different activities will be evaluated during Phase 2 to determine which are most effective at achieving redesign outcomes.

**Phase 3 (Full Implementation)** runs from the end of Phase 2 through the life of the redesign plan. The expected time line is January, 1998, through September, 2003, the last year of the "Personal Responsibility and Work Opportunity Act of 1996," the federal welfare reform law. During Phase 3, it is expected that separate IM and GAIN programs will no longer exist. It is expected that newly designed state programs will be implemented and these programs will be integrated into the REACH Center model. A consistent program design will be implemented, based on the lessons learned from the experimentation with the program components in Phase 2. It is in Phase 3 that the REACH Center Model will be fully implemented.

## C. Implementation Strategies and Action Steps

There are a range of action steps to be taken as part of the implementation of the redesign. They are grouped into four major strategy areas, for each of the three phases of implementation, to move Contra Costa towards the REACH Center model:

- Building and Refining the REACH Vision
- Adopting the New Program Design
- Strengthening Organizational Capacity
- Collaborating with Partner Organizations

Under each strategy area, the plan describes and recommends **action steps**, to be initiated and carried out by local office Action Teams, Task Forces, the Redesign Coordinating Committee and

various support staff, for moving to an employment-focused system. The plan lays out broad parameters and necessary components of the redesign, to provide organizational guidance on how the redesign process can occur in an inclusive, staff-driven and efficient manner and can achieve the expected outcomes.

***Organizational Culture Change:*** A well-organized organizational culture change process is a crucial element of facilitating the shift from the current system to the new employment-focused service system. The Policy Design Group determined that facilitating and promoting organizational culture change was a priority throughout the redesign implementation process.

The redesign calls for a shifting of organizational goals, expectations, attitudes, activities and, most importantly, for results. This must be done using a multifaceted approach that acknowledges that the pace of change is different for different individuals, and that the stages of change also differ.

#### **Phase I activities include:**

***Embarking on the Redesign:*** Implementation will be initiated with "kick-off" meetings with all departmental staff. Bringing staff together is important for establishing that the redesign implementation will be a united effort; every staff member's contribution will be crucial to success. The purpose of the kick-off will be to present the plan, communicate and build support for the vision, goals, values and expected outcomes of the redesign; and pave the way for the upcoming changes. Organization of the kick-off will be the responsibility of the Planning Team and will occur within the first two months of Phase I.

After the kick-off events, Action Teams and Task Forces will be formed, Redesign Coordinating Committee members identified and training provided for Action Teams and Task Forces. During Phase I, each Action Team and Task Force will begin drafting action plans for activities that will take place in Phase 2 and beyond.

***Organizational Culture Change:*** Organizational culture change will be achieved by initiating an array of activities that include, but are not limited to, formal training. During Phase I, the initial organizational culture change training efforts will focus on communicating the vision to all levels of staff. Organizing this initial training will be the responsibility of the Planning Team in partnership with Staff Development.

***Self-Sufficiency and Employment-Focused Lobbies and Work Spaces:*** Planning will commence for a redesign of lobbies and work spaces to better communicate the employment message. Each Action Team will be asked to include in its action plan a description of its strategy for redesigning lobbies and work spaces to send strong, positive messages about employment and self-sufficiency to staff and job-seekers. Final plans will be reviewed and approved, subject to budget constraints, by the end of Phase I.

***Identifying Potential Local Collaborative Partners:*** The Community Resources Task Force will begin the process of planning for linking job-seekers with the supportive services they need and

expanding efforts to build partnerships at the local level by identifying potential partners for collaboration.

## **Phase 2 activities include:**

***Integration of Welfare Reform Program Design:*** During Phase 2, it is expected that the California Health and Welfare Agency will unveil its welfare reform program design and that legislation will be introduced and passed to implement welfare reform in California. As the state program plans unfold, the Program Design Task Force will work to coordinate the integration of California's new public assistance system and the REACH Center vision.

***Internal and External Publicity:*** The Public Relations Task Force will create a plan to carry out activities designed to educate, engage, inform and advise a variety of internal and external audiences about the shift to employment-focused services. Examples include: development of a marketing plan for the redesign; a logo and slogans for the redesign; posters that feature staff and job-seekers, both in our offices and in places in the community, like hospitals, libraries and community centers; and communications to staff (newsletters, one-pagers, etc.) that inform and educate them about the success of their efforts in assisting job-seekers to escape poverty through employment.

***Integration of State Welfare Reform, County-Wide Systems Change Initiatives and the REACH Vision:*** As state program plans unfold, the Planning Team will provide oversight for the integration of California's new public assistance system and the REACH Center vision, based on the recommendations of the Program Design Task Force. In addition, during this phase, progress made toward coordinating the activities of employment service agencies county-wide also will be integrated into the vision.

***Employment-Focused Activities/Pilot Projects:*** Based on local action plans, Action Teams will implement activities such as: encouraging all participants to work, whether or not participating in GAIN; offering resume and application writing assistance to all job-seekers; holding "Self-Sufficiency" workshops for all job-seekers aimed at familiarizing job-seekers with the benefits of and avenues to work, dressing for work, interview skills and basic employer expectations, etc.; showing the "Work Pays" video at all AFDC Intake and RV group meetings or at joint IM/GAIN meetings, as selected by the local office; developing job-seeker informational items such as a one-page, eye-catching flyer on the benefits of reporting income timely; creating mailings/materials that educate job-seekers about the local job market, ways to obtain help seeking employment, including testimonials from participants who work and receive public assistance.

One major recommendation of the PDG is to establish full-scope GAIN services in Richmond as soon as possible since Richmond is the only IM district office in which there are no GAIN staff.

In addition, the PDG identified the following four pilot projects which would test different ways of re-configuring staff to support the REACH program design. Phase 2 of implementation will be dedicated to identifying the optimal configuration of duties for achieving desired job-seeker outcomes. Pilot projects include: (1) integration of AFDC/GAIN intake process, including joint AFDC/GAIN applicant orientations; (2) co-location of AFDC and GAIN staff in field units; (3)

identification of one AFDC field unit in an office to be responsible for all GAIN-active cases; and (4) development of a job club/job search model ("One-Stop"-like) that serves all eligible AFDC, Food Stamp and GA job-seekers.

Other activities include: celebration and acknowledgment of job-seeker and staff successes; developing a job retention component; expanding linkages with employers; and exploring the feasibility of mutual support opportunities for job-seekers.

Organizational culture change and employment-skills-building curriculum will be ongoing for staff. Ways to streamline paperwork and processes will be identified and initiated. The Planning Team will advocate for legislative changes, waivers and alternative funding to carry out the goals of the redesign. Efforts to expand collaboration with other organizations will be expanded.

### Phase 3 activities include:

Assessing the REACH vision in light of welfare reform mandates and the experience of Phase 1 and Phase 2 activities and creating a revised REACH vision; identifying new roles, responsibilities and functions for staff and an organizational structure that supports the REACH model; reaching full collaboration with the employment and supportive services division partners; establishing and staffing REACH Centers.

## V. OUTCOMES AND MEASURES:

The following outcomes and measures will be tracked:

- |  |   |
|--|---|
| ● Measure: caseload size   | Outcome: decreased AFDC/TANF caseload                                 |
| ● Measure: numbers of job placements<br>placements                   | Outcome: increased number of GAIN/TANF                                |
| ● Measure: numbers of recipients<br>receiving employment services    | Outcome: increased number of<br>GAIN/employment services participants |
| ● Measure: number employed<br>(convert to % of participants working) | Outcome: TANF work participation rates<br>requirements met/exceeded   |
| ● Measure: number of cases with<br>earnings                          | Outcome: increased number of<br>AFDC/TANF cases with earnings         |
| ● Measure: recidivism  | Outcome: decreased recidivism   |
| ● Measure: number of hours worked<br>requirements met/exceeded       | Outcome: TANF work participation rates                                |

● Measure: number of cases with grant reductions due to earnings	Outcome: increased number of AFDC/TANF cases with grant reductions
● Measure: number of cases terminated due to earned income	Outcome: increased number of AFDC/TANF cases terminated due to earned income
● Measure: number of child support orders/amounts of collections	Outcome: increased number of child support orders/amounts of collections
● Measure: number of participants who retain employment	Outcome: increased job retention (GAIN/TANF)
● Measure: average hourly wages of participants who obtain employment	Outcome: increased hourly wages (GAIN/TANF)
● Measure: access to/utilization of transitional benefits	Outcome: increased access to/utilization of transitional benefits
● Measure: access to/utilization of necessary employment support services	Outcome: increased access to employment support services
● Measure: number of working participants with health coverage (other than, or in addition to, Medi-Cal)	Outcome: increased number of working AFDC/TANF recipients with health coverage
● Measure: Cost per placement	Outcome: decreased cost per placement (GAIN/TANF)
● Measure: Job-Seeker Satisfaction	Outcome: increased satisfaction with the effectiveness of the delivery of employment and supportive services
● Measure: Employer satisfaction	Outcome: increased employer satisfaction
● Measure : Staff satisfaction	Outcome: increased staff satisfaction

## IM/GAIN RE-DESIGN IMPLEMENTATION -- PHASE 1 KEY ACTIVITIES\*

ACTIVITIES	PHASE 1			
	Nov-96	Dec-96	Jan-97	Feb-97
IM/GAIN REDESIGN PLAN PRESENTED TO TMT. Topics include: overview of the redesign; redesign vision, goals and values; new roles for staff and managers; implementation time frames.	14-Nov			
RE-DESIGN IMPLEMENTATION BEGINS! All staff participate in department-wide meetings to present the plan; communicate the goals, values and expected outcomes; prepare for the upcoming changes; field questions.		3-5-Dec		
SECOND ROUND OF COMMUNITY FORUMS. Representatives from community-based organizations, other agencies, etc. invited to forum on (1) welfare reform and (2) the IM/GAIN Redesign Plan.		6-Dec		
RECRUITMENT OF ACTION TEAM AND TASK FORCE MEMBERS.		mid-Dec		
JOINT MANAGER/LINE SUPERVISOR TRAINING. All IM/GAIN, GA and Clerical supervisors and managers participate in training on "The Manager's/Supervisor's Role in the Redesign Change." Two half-day training sessions will be offered.		19-Dec		
IDENTIFICATION OF ACTION TEAM AND TASK FORCE MEMBERS.			mid-Jan	
FIRST MEETING OF ACTION TEAMS AND TASK FORCES.			late-Jan	
ACTION PLAN DEVELOPMENT BEGINS. Action Teams and Task Forces begin developing action plans for implementing Phase 2 activities, including pilots. Action Plans should be completed by the end of March 1997.				On-going activity in February
ORGANIZATIONAL CULTURE CHANGE TRAINING. All IM/GAIN staff participate in organizational culture change training. Topics include: redesign vision, goals and values; new roles for staff and managers; customer-centered approach; promoting and managing change; facilitating self-sufficiency; moving from a paper-focused to a people-focused system.				February (TBA)
SELF-SUFFICIENCY SKILLS BUILDING WORKSHOP SERIES PLANNED. Staff Development Task Force plan trainings for all IM/GAIN staff. The goal of this workshop series will be to provide staff with necessary skills to work in the redesigned system. Topics may include: employment-focused interviewing; celebrating job-seeker successes; goal setting; explaining the rewards of work; collaborating with colleagues, job-seekers, employers and other organizations; etc.				On-going activity in February
FIRST MEETING OF REDESIGN COORDINATING COMMITTEE.				late-Feb

\* All dates are tentative.

# Attachment B

## CERTIFICATE AND DEGREE PROGRAMS

The programs listed below are offered by the Contra Costa Community College District Colleges indicated. Students completing a major with a grade point average of 2.0 (C) or better in a minimum of eighteen (18) units in an occupational-vocational curricula may be awarded Certificates of Achievement. A student is eligible for graduation with the Associate in Arts or Associate in Science degree after the satisfactory completion of sixty (60) units of work with a grade point average of 2.0 (C) or better.

\* Diablo Valley College offers an Associate of Liberal Arts Degree

\*\* Range of units due to testing options for proficiencies

\*\*\*Peace officer Standards and Training Certificate (not CCCCDC award)

DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
<b>Administration of Justice</b>		58-60				
Correction	27			60		
Law Enforcement	27		20	60		
<b>African American Studies</b>				62		
<b>Alcohol and Drug Studies</b>		38				
<b>Anthropology</b>				60		60
<b>Appliance Service Technology</b>			30.5			74-85
<b>Architecture Technology</b>		53-54		60		
<b>Art</b>	22			60		
Fine Arts						60-71
Desktop Publishing			20-30			
Graphic Communication			30-40			60-70
<b>Automotive Services</b>						
Auto Collision Repair	34			72		
Auto Technology/Mechanics	36		24-34	74		60-69
<b>Biological Sciences</b>				60		60-64
<b>Biotechnology</b>	30-32			69		
<b>Business Related Fields</b>						



DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
Accounting	21-25	27	25-35			60-70
Banking	26			64		
Business Administration	28			60		
Business Management	22.5-26		41-43	60		
General Business						
Management Studies	30	30	24-34			60-69
Marketing/Merchandising			37			
Office Administration			24-34			60-69
Retailing		27				
Small Business Management		27	29-39			60-74
<b>Chemistry</b>				71		71-87
<b>Commercial Music</b>			36.5-46.5			
<b>Communication Arts</b>				60		
Radio, Motion Picture & TV Media						
<b>Computer Related Fields</b>						
AS/400 Programming & Operators						
Computer Information Science		24.5-26		69.5		
Computer and Information Science			41			
Computer Hardware Support		33.5-36				
Data Entry Operator	22			60		
Microcomputer Systems Specialist	29.5		28-34	60		
Microcomputer Software Support		26.3-26.8				
Programmer	37			75		
<b>Construction</b>						
Construction Management		37				
Construction & Building Inspection		32				

DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
Construction Supervision & Superintendency		28				
Cosmetology	38		32-42			
<i>Hotel and Restaurant Management</i>						
Culinary Arts		51-54				
Classical Food Preparation	35			73		
Hotel Administration		34				
Pastry/Baking	43	41				
Restaurant Management		49				
Dental Assisting	45-50	40.5		83-88		
Dental Hygiene		87-90				
Dental Laboratory Technology		22				
Dental Office Assistant	24			62		
Engineering Drafting Technology	30	45-46		68		
Early Childhood Education	31			69		
American Montessori Education	29			67		
Child Development			27-37			60-72
Children's Center Instructor/Instruction	45	45				
Early Childhood Assistant	26	26				
Family Day Care	15					
Foster Care Education	6-9					
Foster Care/ Family Day Care Provider		16-18				
Violence Intervention/Counseling	15					
Economics				67		
Electrical/Electronic Technology	36		33.5-34.5	74		
Advanced Electronic Technology		28-30				
Electronics Service Technology		18				

DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
Engine Technology (Marine Industrial)			18-28			60-71.5
Engineering Technology--Materials Testing		47-48				
<i>Engineering Technology--Surveying</i>		45				
English				64		
Environmental Technology (Haz. Materials)		39				
Facilities (Maintenance Technology)		14-16				
Fire Technology			22-32			60-67
French				65		
Geography				60		
History				60		
Horticulture		27-28				
Landscape Construction		31				
Landscape Design		33-34				
Landscape Maintenance		39-40				
Industrial Electronics			33.5-39.5			60-71.5
Industrial Technology	37-43			75-81		
Inspection Technology	33-36			71-74		
Journalism				67		60-63
La Raza Studies				60		
Liberal Studies				74		
Library & Information Technology		20-22				
Machine Technology		40.5				
<i>Music Industry Studies</i>		16		60		
Non-Destructive Testing (Level 1)	29.3			67		
Non-Destructive Testing (Level 2)	31.3			67		
Nursing - Certified Nursing Assistant				12		

DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
Nursing - Registered Nursing				70.5-83		86.8-89.3
Nursing - Vocational	57		48.8-54.8			
Office Information Systems						
Administrative Assistant	35	22.5		60		
General Office	18	22		60		
Legal Office		31				
Medical Office		27				
Medical Assistant & Office Technician	44			82		
Medical Transcription	44					
Office Administration			43			
Word Information Processing	32	31		60		
Paramedic (Allied Health)			55			73-83
Physical Education				64		
Physics				60		
Political Science				60		
Psychology						60
Radiological Technology	81			103.5-116		
Real Estate	25	24	27-37	63		60-72
Broker's License		24				
Salesperson's License		9				
Recording Arts			40			60-72
Respiratory Therapy		81.5				
Sociology						60-69
Spanish				67		
Surveying						
Television Arts		29.6				
Travel Marketing			21-31			60-70

DEGREE PROGRAMS	CERTIFICATE UNITS REQUIRED			DEGREE UNITS REQUIRED		
	CCC	DVC	LMC	CCC	*DVC	**LMC
<b>Welding Technology</b>	27		24-34			60
Welding Tech: Gas Welding & Cutting	24					
Welding Tech: Shielding Metallic Arc	11					
Welding Tech: Gas Shielded Arc	11					
<b>Women's Programs &amp; Services</b>		30.5	30.5			

edprog/96-97/certdeg.fin

6/18/97

revised 7/30/97

**Appendix F: Part 1**  
**Certification -- Revised 11/4/97**

**District:** Contra Costa Community College District  
**College:** Diablo Valley College

**COLLEGE DISTRICT CERTIFICATION**

I certify that the information contained in the application is correct and that my college and the county social services department have jointly discussed and agreed upon the delivery of educational services for CalWORKs participants, including instruction and support services. As a condition of receiving these funds, the college agrees to complete and submit the appropriate forms and expenditure reports to the Chancellor's Office.

\_\_\_\_\_  
Signature, District Chancellor

\_\_\_\_\_  
Date

Mark Edelstein 11/13/97  
Signature, President/Superintendent

\_\_\_\_\_  
Date

**Contact Person:**

Name: Francisco M. Arce

Title: Dean of Instruction

Phone Number: 685 1230 ext. 203

**ACADEMIC SENATE CERTIFICATION**

I certify that local district and/or college planning and curriculum development processes were followed with regard to academic and professional matters requiring collegial consultation pursuant to Section 53200-204 of Title 5 of the California Code of Regulations.

Barbara Sawyer 11/12/97  
Signature, Academic Senate President

\_\_\_\_\_  
Date

**COUNTY WELFARE DEPARTMENT CERTIFICATION**

I certify to the county's need for the services covered by the Community College CalWORKs Funding and that my department and the community college jointly discussed and agreed upon the delivery of educational services for CalWORKs participants, including instruction and support services. I also certify the number of additional CalWORKs recipients that will be referred to the college to receive additional funding for instruction. *(For multiple county offices, please include an additional page with appropriate signatures.)*

\_\_\_\_\_  
Signature, County Welfare Director

County Office: Contra Costa County  
Dept. of Social Services

Address: 40 Douglas Drive

City/Zip: Martinez, CA 94553

Date: \_\_\_\_\_

**Contact Person:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**District must submit completed and certified application to:** Connie Anderson, CalWORKs Unit Coordinator, Chancellor's Office, California Community Colleges, 1107 Ninth Street, 2nd Floor, Sacramento, CA 95814-3607. For information or assistance, please call Connie Anderson (916) 324-2353.

**A1: Curriculum Development & Redesign (continued)****Appendix F, Part 2:  
Plan for CalWORKs Program**

Please complete the narrative and the budget chart for each of the program areas:

**A1: Curriculum Development and Redesign**

Describe the curriculum that you plan on developing and redesigning with the CalWORKs funding. Please answer the following questions for each program ;you are going to develop or redesign. Attach additional sheets as needed. Also, complete the attached chart (A2) that describes how you are going to utilize the funding to achieve these objectives. If you are not using 8% of your allocation for this purpose, you must still describe the curricula/programs that colleges have developed or redesigned utilizing other funding sources:

**1. Name of curriculum or program that is going to be developed or redesigned.**

Four curricular areas are targeted for current curriculum development and redesign: Business Education, Family Life Education, Hotel/Restaurant Management, and Computer Information Systems. Additionally, Counseling will be involved in curriculum development as it relates to counseling services for the CalWORKs Program. The Welfare Reform Committee will ask the English and math Departments to investigate ways of redesigning and/or developing curriculum in ESL and basic skills to meet the needs of CalWORKs students.

**2. Offered in the credit or non-credit mode?**

Most courses will be offered for credit. However, non-credit labs will be developed to assist CalWORKs participants improve basic skills and computer literacy.

**3. Prepares recipients for what jobs at what pay level?**

Initial programs targeted for curriculum redesign/development:

PROGRAM	PAY*
Business	
Accounting	\$ 9.27
Office Administration - Administrative Assistant	\$13.00
Office Administration - General Office Support	\$ 8.00
Office Administration- Executive Secretary	\$15.00
Office Administration - Medical Secretary	\$ 9.00
Real Estate - Agent	\$12.00
Small Business Management	\$14.00
Computer Information Systems	
Computer & Information Science	\$13.00
Computer Hardware Support	\$10.00
Family Life	
Early Childhood Assistant	\$ 6.50
Preschool Teacher	\$10.00

## **A1: Curriculum Development & Redesign (continued)**

### **3. Prepares recipients for what jobs at what pay level? (Continued)**

Hotel/Restaurant Management	
Bakers Bread & Pastry	\$ 8.00
Food Preparation Worker	\$ 6.60
Other Vocational Certificate Programs which lead to employment:	
Alcohol & Drug Studies	\$ 8.00
Construction	
Construction & Building Inspection	\$14.00
Dental Laboratory Technology	\$10.00
Electrical/Electronic Technician (wide range of salaries)	\$8 - \$15
Facilities Maintenance Technology	\$11.00
Horticulture	
Horticulture Workers	\$ 8.00
Landscape Consturction	\$10.00
Library Information Technology	\$11-\$15
Music Industry Studies	\$12.00
Women's Programs & Services	\$12.00

\* All hourly wages are based on entry level positions for a person with no prior experience. Source: Occupational Outlook for Contra Costa County and Eureka.

### **4. Are the programs open entry/open exit, yes or no?**

No. However, a few program areas are researching models for developing open entry/open exit courses.

### **5. Provide evidence that the program will prepare students for a job that is in demand in the labor market or is in an emerging population.**

Labor market data was collected from Occupational Outlook 1996: Contra Costa County, a product of the California Cooperative Occupational Information System. This project was sponsored by the Contra Costa Private Industry Council, State of California Employment Development Department, and the California Occupational Information Coordinating Committee.



## **A1: Curriculum Development & Redesign (continued)**

### **6. Provide evidence of collaboration with local partners including the county welfare department.**

Collaboration with local partners has occurred through many points. Initially, DVC's Re-entry Coordinator began meeting with Christina Moore-Linville and Paul Ward from the Contra Costa County Department of Social Services when the federal welfare reform legislation was passed in 1996. Linville and Ward are leading the work for the county's welfare reform redesign plan.

More recently other members of the college community have become involved. Francisco Arce, the Dean of Instruction has met with John Cullen, Director of the Department of Social Services, and Delores McCrary, EOPS Director; Bernice Dandridge, Business Division Chair; Paul Nilsen, Career and Employment Development Manager; Lupe Dannels, Counselor; and Dona DeRusso, Re-entry Coordinator have attended various collaborative meetings with the county and other partners. College administrators are meeting with representatives from EDD and PIC, and have joined in the collaboration for the central county One Stop Center.

In addition, Joan Symonds, Faculty/Director of DVC's Developmental Children's Center, is a member of the Board of Directors of the Contra Costa Child Care Council. Dean of Economic Development, Terry Shoaff, is a member of the Economic Development Council and the Business Consortium which links business training needs with educational programs.

And finally, Mark Edelstein, College President, is a member of the Contra Costa Workforce Development Advisory Council which includes leaders from the community colleges and the district office, the Contra Costa Council, the West County Council of Industries, the Central Labor Council, Contra Costa Building and trades, the county's Chambers of Commerce, the United Way, the Private Industry Council, and the County Administrative Officer.

### **7. Describe how the program will articulate with more advanced educational programs.**

The educational approach which drives DVC's CalWORKs Program is fourfold. 1.) Initial short term (1 - 2 semesters) training will lead to paid internships, work/study, work experience or unsubsidized part time employment. 2.) Continuing education will to advance the student up his or her chosen career ladder, working toward the completion of a vocational Certificate of Achievement (3 - 4 semesters) leading to full time unsubsidized employment. 3.) Units for vocational courses may fulfill some of the requirements for an Associate Degree. All credits can be applied to elective units required for the AA degree. 4.) For those students who have developed college level skills and are motivated, they can articulate into the PACE Program which enables working adult students to earn an Associates Degree, attending class one night a week and some weekends. Pace utilizes various alternative delivery models including on line instruction, video, and local cable broadcasting. 5.) The PACE Program at the Center for Higher Education in San Ramon articulates to the PACE Program at California State University, Hayward, St. Mary's College, and University of San Francisco, so students can complete their Bachelor's Degree.

The Family Life Program, one of DVC's initial curriculum redesign programs, is a part of the East Bay Articulation Project which includes the East Bay Community Colleges and California State University at Hayward. This project maintains a web site and assures articulation between the community colleges and the four year university.

### **A1: Curriculum Development & Redesign (continued)**

#### **8. Are telecommunications going to be used in the delivery of instruction? If so, how?**

The PACE Program will be utilizing telecommunications in the delivery of instruction. It is not clear yet whether telecommunications or alternative delivery models will be used in the current programs working on curriculum development/redesign or those that will be developed/redesigned in the future.

#### **9. How are job preparation skills and career education going to be integrated into the curriculum**

Instructors on campus have received in-service training on the SCANS competencies and some have incorporated them into their individual course curriculum. The Counseling Department is developing a course which will incorporate college success skills, career assessment and planning, job preparation skills, and counseling for welfare students. Additionally, the college already offers several career development and career planning courses (many short term), and the Re-entry and New Horizons Programs offer regularly scheduled workshops on job preparation skills including job search, resume writing, and interviewing skills.

## **A1: Curriculum Development & Redesign (continued)**

### **10. Is the program going to include internships or work experience activities If so, describe.**

Internships and work experience opportunities are a key component of DVC's CalWORKs Plan. After one to two semesters of full-time instruction in the participant's chosen vocational field, he or she will be placed in an internship or work experience program part time while continuing to complete his or her educational program. Our Employment Development Specialist will work from a base of employers already using DVC's Job Placement Center and then expand internship and work experience opportunities through Cooperative Education with other local businesses to develop partnerships that will benefit both the student and the employer.

### **11. How is the program going to link with job development/job placement to 1) find jobs when the students have completed their program and 2) track students into employment.**

There will be at least three avenues available for students to secure full-time employment after completion of their educational programs. 1.) DVC's Job Placement Office already has excellent connections with the local business community and currently places over 2,300 students per year into full or part time jobs. Additional staff funded through CalWORKs will develop additional job listings for CalWORKs participants. 2.) Through internships and work experience placements, it is likely that students will be offered permanent positions with the business they intern with. 3.) Students will be referred to EDD, PIC and/or One Stop Career Centers as needed.

The tracking system for CalWORKs will be developed, especially links between the college, the county and other CalWORKs partners. However, while this infrastructure is being developed, all CalWORKs participants will be tracked through the CalWORKs Office coordinated through the Re-entry Program. Screens are being developed by the district and college research offices which will allow for easy input of information into each participant's screen. When a student is placed in a job, the Job Placement Office will enter the pertinent data which will be reviewed regularly by the Coordination staff. Coordination and Job Placement staff will follow up with placements as determined as necessary.

**Appendix F: Part A2**  
**Plan for CalWORKs Funding:**  
**Curriculum Development and Redesign**

In the space below, outline the major objectives and activities for the use of these funds for curriculum development and redesign. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
1. Develop short-term, intensive vocational programs that will lead to employment.	1. Prepare marketing materials for short-term, intensive vocational programs already developed through other funding. (Bus, Family Life, CIS and 2 semester certificate programs)	January 1998	\$ 3,000.00
	2. Offer faculty mini-grants for curriculum development/re-design to meet the needs of CalWORKs students (20 mini-grants @ \$1,000.00)	Devenber 1997 and on-going.	\$ 20,000.00
Objective	Activity	Timeline	Cost
2. Develop short-term, intensive course which will provide CalWORKs students with job preparation skills, career education, college success skills, and life transition skills.	1. Counseling Department will redesign several existing counseling courses into a 9 week intensive format. 2. New course will be offered 2 to 3 times per semester to accommodate new CalWORKs students at various times throughout the year. 3. Following counseling course, students will be directed to short-term courses including computer training.	Pilot March 1998	\$6,000

**Appendix F: Part A2**  
**Plan for CalWORKs Funding:**  
**Curriculum Development and Redesign**

In the space below, outline the major objectives and activities for the use of these funds for curriculum development and redesign. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
3. Incorporate internships, work experience and work/study opportunities into vocational programs.	1. Hire a job developer to establish internships, work experience and work/study jobs for CalWORKs students.  2. Collaborate with advisory committees and program advisors for the coordination of instruction and work.	January 1998	See job development/job placement sections.
Objective	Activity	Timeline	Cost
4. Develop non-credit tutoring labs that will reinforce the CalWORKs Program learning and school to work skills.	1. Enroll CalWORKs students in a sheltered tutoring lab to reinforce learning and school to work skills.	Jan 98 - Aug 98	\$4,000
	2. Train mentor/tutors to work in the sheltered lab.	Jan 98 - Aug 98	\$4,000

## **B1: Coordination**

Describe how the college intends to coordinate the CalWORKs program with the county welfare department and other agencies and community organizations; and internally within the college by addressing the following questions. These questions must be answered whether or not you utilize any of the CalWORKs funding for this purpose. Attach additional sheets as needed. Also, complete the attached chart (B2) to specify how you are going to use the funding to achieve these objectives.

### **1. What office or program will be the initial entry point for CalWORKs students?**

The Re-entry Program will be the initial entry point for CalWORKs students. The Re-entry Program and New Horizons Grant Project have an established structure of providing and coordinating services necessary for the success of this particular population. A CalWORKs Office will be established within Re-entry Programs and will track and monitor students from intake through their vocational programs and into employment.

### **2. How will the case management approach to serving CalWORKs students be organized?**

The case management system for serving CalWORKs students will be developed in stages. The project coordinator met with the Contra Costa County GAIN/Welfare-to-Work Coordinator, and has agreed initially on what information the college will need to collect. A database will be developed by the college research office to track CalWORKs students. After CalWORKs students have completed the intake and assessment process at the college, they will be referred to on campus targeted student support services. If the students have additional needs not satisfied by campus programs, they will be directed to the county for additional resources.

**3. How will services to students be coordinated from the instructional program, child care, work study, job development/job placement, and other special programs and services?**

All services for CalWORKs students will be coordinated through the CalWORKs Office. Instructional program advisors and counseling staff will be informed of the requirements of CalWORKs, so they can help students meet these requirements; advisors and counselors will coordinate with the CalWORKs Office staff. Some program components (Financial Aid, EOPS & CARE, New Horizons, Work/Study, Job Placement) will be monitored through updating student data screens. The college is researching the cost and feasibility of installing bar code readers or magnetic strip scanners to monitor student attendance, lab hours, child care hours, etc.

**4. Describe the process by which the college will coordinate with the county department of social services to:**

- Develop a memorandum of understanding about the identification and tracking of students to the college, through their educational program, and on into employment; coordination of financial aid, child care, and other supportive services; and other areas where coordination and agreement are needed.

Helen Spencer, Vice Chancellor of the Contra Costa Community College District, has already begun working with the county to identify and track students. She will coordinate efforts to develop a memorandum of understanding.

- Develop the list of community college programs that lead to employment (Appendix C).

The attached list (Attachment B1) was compiled by matching vocational certificate programs (which can be completed in approximately one to two semesters) with jobs which have a higher than average projected growth rate according to Occupational Outlook for Contra Costa County. This list will be presented for official approval by the county through the district's Vice Chancellor, Helen Spencer who is coordinating all interagency agreements.

- Develop with the educational providers a county plan for the provision of educational services for CalWORKs recipients (Appendix E).

Helen Spencer is convening a meeting including the Community Colleges, Adult Education, Regional Occupational Programs and the Department of Education. The Adult Ed/ROP guidelines and criteria for CalWORKs funding have just been released, so the group can now begin its work. The Contra Costa County CalWORKs plan will include the individual plans from the educational providers.

- Develop a referral process of students from the county welfare department to the college.

The CalWORKs Office will provide a comprehensive guide to programs and service available for CalWORKs students at Diablo Valley College to the county GAIN/Welfare-to-Work Coordinator who will channel this information to individual case managers who will review the material with their clients. Students will be referred from the county from assessment or by the individual case manager.

- Create an advisory committee or coordinating committee that would meet regularly to provide coordination between the college and the county.

DVC's Welfare Reform Committee was established during the Spring '97 semester and includes members from all campus constituencies. This committee will continue to serve in an advisory capacity and will continue to meet regularly. A sub-committee of this committee will be formed to provide coordination with the county. The County Department of Social Services has requested a single contact person from the district to coordinate agreements for all three of the district's colleges. Helen Spencer, Vice Chancellor of Educational Programs, will serve in this capacity.



- 5. Describe the college committee that will oversee the planning and implementation of the CalWORKs program. Who will participate on the committee?**

The Welfare Reform Committee is a part of the shared governance structure at DVC. This committee reports to the college-wide Governance Committee which makes recommendations to the college president. The chair of the committee is Francisco Arce, Dean of Instruction. The committee members are: Martha Schoonover, Employment Development Specialist; Dona DeRusso, Re-entry Coordinator; Carla Chambers, Counselor; Melinda Moreno, DSPS Instructor; Linda Barneson, Physical Education Instructor; Carolyn Seefer, Business Instructor; Bernice Dandridge, Business Education Division Chair; Bob Flanagan, Physical Science & Engineering Division Chair; Delores McCrary, EOPS/CARE Manager; and Paul Nilsen, Manager of Career & Employment Development .

- 6. How will the college coordinate their activities with other organizations such as EDD, Private Industry Council, business and industry, adult education and ROCP, the Housing Authority, One Stop Career Centers, and other community organizations?**

The Contra Costa Workforce Development Advisory Council includes representatives from many of these partners. The Council has accepted as one of its mission issues of welfare reform. Also, Helen Spencer, Vice Chancellor, is coordinating partnerships with the public schools, adult education, ROP, and the community colleges. Additionally, the DVC Welfare Reform Committee will recommend to the county the need for a regular bulletin to be published which includes the various agencies activities for CalWORKs.

**Appendix F: Part B2**  
**Plan for CalWORKs Funding: Coordination**

In the space below, outline objectives and activities for the use of these funds for coordination of the CalWORKs program. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
1. Establish a CalWORKs office within Re-entry Programs	1. Purchase necessary equipment.	December 1997	TANF funding
	2. Hire part-time technical expert/classified hourly to assist coordinator with intake, assessment and tracking.	December 1997/January 1998	\$17,374
	3. Re-assign Re-entry Coordinator to coordinate CalWORKs.	December 1997	\$12,797
Objective	Activity	Timeline	Cost
2. Develop a tracking system/process	1. Design intake forms	December 1997	
	2. College/district research office will develop tracking screens for collecting data for CalWORKs students	January - March 1998	
	3. Research and purchase tracking software	March 1998	TANF
	4. Research and purchase/install bar code readers	March 1998	TANF

<p align="center"><b>Appendix F: Part B2</b>  <b>Plan for CalWORKS Funding: Coordination</b></p>
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In the space below, outline objectives and activities for the use of these funds for coordination of the CalWORKs program. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
3. Coordinate with CCCDSS (Contra Costa County Department of Social Services).	1. Coordinator will continue to meet w/County Community Partners group. 2. Coordinator will meet w/County GAIN/welfare - to - work coordinator as needed. 3. CalWORKS staff will coordinate via phone/e-mail/letter w/individual DSS case managers 4. Monthly reports of student attendance/progress will be forwarded to individual case managers. 5. Coordinate w/District Vice Chancellor for all official agreements between district, colleges and DSS.	on going  on going  on going  Beginning March 1998  on going	

<p align="center"><b>Appendix F: Part B2</b>  <b>Plan for CalWORKS Funding: Coordination</b></p>
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In the space below, outline objectives and activities for the use of these funds for coordination of the CalWORKs program. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
4. To monitor student retention and persistence.	1. Hire 3 work/study students as peer retention advisors. 2. Monitor student attendance and services received monthly. 3. Make follow up phone calls to students who have irregular or poor attendance or who are not demonstrating academic progress (as advised by early alert from instructor).	January 1998  on going  on going	Through Work/Study

## **C1: Job Development/Job Placement**

Describe how the college is going to provide job development/job placement services for CalWORKs recipients by addressing the following questions. These questions must be answered whether or not you utilize any of the CalWORKs funding for this purpose. Also complete the attached chart (C2) to outline how you are going to utilize the funding to achieve these objectives. Attached additional sheets as needed.

- 1. How is the college going to develop placement for work/study jobs that will provide practical experience in the student's educational program?**

DVC will hire an Employment Development Specialist to develop work/study opportunities for CalWORKs participants. This individual will work from the extensive base of employers already established with the Job Placement Center and build new partnerships with other local employers. Additionally, the New Job Development Specialist will develop work/study jobs on campus through the various service and instructional areas. These jobs will enrich the student's educational training by providing practical work experience in each student's vocational field.

- 2. How does the college intend on providing expanded work experience, internships, and/or community service opportunities for CalWORKs students? Attach additional sheets as needed.**

The newly hired Employment Development Specialist will develop work experience and internship opportunities by working with local employers already using DVC's Job Placement Center and by expanding the range of employers participating in this beneficial program. The salary for these students will be split 25-50% by the employer and DVC's CalWORKs work/study funding, thus stretching our work/study dollars and providing an incentive for employers. Coordination between the DVC CalWORKs office and DVC's Volunteer Center will provide opportunities for students to participate in community service when other paid work is unavailable.

**3. How is the college going to provide career education and job preparation skills instruction to CalWORKs participants**

The Counseling Department is developing an educational format including career assessment and planning, and educational and job preparation skills instruction to be held on a frequent entry basis throughout the semester. The college offers many career development and career planning classes; most classes are short term and begin at various times during the semester. The Re-entry Program and The New Horizons Program offer job preparation workshops each semester focusing on topics such as job search, resume writing and interviewing skills. The Re-entry Program is coordinating the work skills development for CalWORKs students.

**4. How is the college going to place CalWORKs recipient into employment when they finish their educational program? How is the college going to coordinate with the county welfare department, EDD, One Stop Career Centers, and other organizations in placing students into employment**

The CalWORKs Employment Development Specialist and DVC's Job Placement Director will work to place students into jobs through DVC's job listings, EDD or the local One Stop Career Center (once it's established). DVC's Job Placement Center already has an excellent reputation in the business community for providing quality employees, and with the additional relationships developed through internship and work experience agreements with local business, CalWORKs students will have excellent opportunities for employment. Formal coordination efforts with the county welfare department, EDD, etc., are currently being established through the district office and college administration and these partners. Development of interagency infrastructure will enhance the coordination of job placement services.

5. How is the college going to coordinate tracking former students into employment and compiling employment outcome information for CalWORKs students? How is the college going to coordinate obtaining this outcome data with EDD, One Stop Career Centers, the county welfare department, and other organizations.

The college is currently researching various software packages in use at other facilities which track employment. Through existing collaboration meeting, the college will coordinate outcome data with EDD, One Stop Career Centers, and the county welfare department.

The Contra Costa College District Research Office obtains the data tapes from the Department of Social Services and runs a relational match between the DSS and college student I.D. number to set up the tracking data.

6. How is the college going to coordinate the job placement/job development services with instruction, work/study, the case management team, and other programs/offices on campus?

Job placement/job development services will be coordinated through the CalWORKs Office by utilizing all available and appropriate resources on campus. These may include Counseling and Job Placement staff as well as Vocational Education Advisory Committees.

Once students have identified a vocational instruction program through assessment and advisement from a counselor, the CalWORKs Office will direct students to internship, work experience, or work study opportunities through the Job Placement staff. Monthly monitoring of students' academic and work progress and campus services will be tracked by the CalWORKs Office and reported to the county case manager for each student.

**Appendix F: Part C2**  
**Plan for CalWORKs Funding**  
**Job Development/Job Placement**

In the space below, outline objectives and activities for the use of these funds for job development/job placement. Attach additional sheets as necessary.

Objective	Activity	Timeline	Cost
1. Develop work/study, internship and work experience opportunities that will provide practical experience in students educational program.	1. Hire an Employment Development Specialist.	January 1998	\$ 28,006
	2. Coordinate work/study options with instructional programs and Vocational Education Advisory committees.	Ongoing	
	3. Develop work/study jobs with local business.	Ongoing	
Objective	Activity	Timeline	Cost
2. Develop community service opportunities for CalWORKs students.	1. Coordinate with DVC volunteer center.	Ongoing	Through Work/Study
	2. Through volunteer center, make available 10 Community Service opportunities for CalWORKs students when "paid" work is unavailable.		
	3. Hire one part-time work/study student to coordinate community service for CalWORKs.	March 1998	



Objective	Activity	Timeline	Cost
3. Provide job preparation skills and career education for CalWORKs students.	<ol style="list-style-type: none"> <li>1. Offer new counseling orientation/assessment job preparation/career education class for incoming students.</li> <li>2. Offer several short-term, frequently offered career development and career counseling courses.</li> <li>3. Expand job preparation skills/career education workshops currently offered through re-entry and New Horizons Programs.</li> </ol>	<p>beginning March 1998</p> <p>January 1998 and ongoing</p> <p>February 1998 and ongoing</p>	See curriculum development
Objective	Activity	Timeline	Cost
4. Place students into permanent, full time, unsubsidized employment when they've completed educational program.	<ol style="list-style-type: none"> <li>1. Refer students the DVC Job Placement Office.</li> <li>2. Refer students to EDD and one stop career center.</li> </ol>	<p>ongoing</p> <p>ongoing</p>	

**Table 1**

Objective	Activity	Timeline	Cost
5. Track former students into employment.	1. Research tracking software 2. Purchase tracking software 3. coordinate with EDD, PIC, One Stops and DSS to develop an infrastructure for outcome data collection.	Jan - Mar 1998  April 1998  ongoing	TANF
Objective	Activity	Timeline	Cost

## **D1: Work/Study**

Describe how the college intends to create and administer the work/study program for CalWORKs students by answering the following questions. Attach additional sheets as necessary. Colleges should be prepared to summarize on a semester basis, how many students were served in the program and the number of hours they participated.

1. How will be office responsible for administering the program coordinate with the office responsible for developing the job placement

The Job Placement /Career Center will be responsible for both administration of work/study and job placement in liaison with the CalWORKs Office.

2. How will the office responsible for administering the program coordinate with the case manager who will know how many hours of work/study are needed for the student to meet their CalWORKs work requirement?

The county case manager will contact the DVC CalWORKs office and advise DVC CalWORKs staff about the number of work hours required for the student. The CalWORKs staff will enter the number of hours onto the student's tracking screen for referral by the job placement specialist.

3. Estimate the number of students that will be served by the work/study program?

56 students funded 50% by CalWORKs and 50% by employer at 20 hours/week for 42 weeks at \$5.81.

## **E1: Child Care**

Describe how the college is going to provide child care services for the children of CalWORKs students by addressing the following questions.

- 1. Estimate your current unmet need for child care services for the children of CalWORKs students at your college.**

The Diablo Valley College Developmental Children's Center serves children (ages 12 months to 6 years) of DVC students and is a laboratory training facility for Family Life Education students. Our center serves the needs of TANF and non-TANF student-parents between the hours of 8:00 a.m. and 2:00 p.m. Our current child care services do not provide care during the evening and late afternoon hours or for infants under 12 months or school-age children. As the campus tracks the number of CalWORKs students and their child care needs during the first cycle, we will explore expansion of services and hours.

- 2. Estimate the number of CalWORKs students and number of children who will be provided child care services through these funds.**

The number of students to be serviced by the CalWORKs Child Care Allocation is estimated at approximately 30 - 45 children.

**3. How will the college provide additional spaces in either existing or expanded college child care and development services programs?**

First, children of CalWORKs students will be placed in available slots in DVC's Developmental Children's Center. We estimate that approximately 20 - 25% of our existing child care slots will be filled by children of CalWORKs students. The college is applying for a Child Care Facility Grant to purchase a portable to expand toddler child care services for an additional 16 children. If additional child care services are needed, a voucher program will be coordinated with the Contra Costa Child Care Council.

- 4. How will the college collaborate with the county departments of social services, child care local planning councils, resource and referral agencies, and other subsidized child care resources to provide child care services to CalWORKs students?**

The DVC Child Development Center Director is a member of the Board of Directors for the Contra Costa Child Care Council which provides child care resources and referrals for the county. The Child Care Council has agreed to operate the parent voucher program and be paid an appropriate administration fee. The Contra Costa Child Care Council is also a member of the County Child Care Task Force; its representative, Kate Ertzberger, reports to the Council Board. Other subsidized child care resources available on campus include the CARE Program and New Horizons Grant Project. The county will make available child care resources for students who are unable to fund child care needs through college resources. Coordination of child care services and funding will be handled through the CalWORKs Office.

- 5. Describe the innovative uses of the funds to expand the breadth of child care and development services by age, non-traditional time periods, wrap around services, etc**

Students will be referred to the Contra Costa Child Care Council for referrals to non-traditional child care placements and wrap-around services. The Family Life Education Department is exploring possibilities for increasing services for infants and toddlers, after school services for school age children, and expansion of hours. Additional spaces for toddlers could be provided with the acquisition of a portable.

- 6. How will the college coordinate the provision of child care services through the on-campus centers or parental vouchers?**

The CalWORKs Office will coordinate child care services through DVC's child care services, vouchers, other subsidized programs, and the county. Child care services will be part of the tracking and monitoring of services for each CalWORKs student.

- 7. Describe the quality standards used for child care and development services at your college and for off-campus referrals.**

The DVC Developmental Children's Center is accredited by the National Academy for Early Childhood Programs. The Contra Costa Child Care Council will provide vouchers for off-campus child care only in licensed centers or family child care homes. As much as possible, vouchers will be provided to centers that are in good standing with the Child Development Division funded agencies, National Academy for Early Childhood Program accredited agencies, and mentor approved agencies.

- 8. What steps will be taken to reduce the costs to come within the maximum CDE reimbursement rate the second year of implementation if your costs exceed the CDE reimbursement rate (no more than 15%) for the first year of implementation?**

It is anticipated that we would need expenditures up to 15% for initial startup costs for equipment, supplies, and possibly a program not operating at full capacity if we are awarded a Child Care Facilities Grant for a portable. The initial costs would be a one-time expenditure. If we were not at full capacity, we would increase our advertising and collaborative efforts with the Department of Social Services to bring the program to full capacity.

California Community Colleges  
 CalWORKs Unit  
 1107 Ninth Street  
 Sacramento, CA 95814

**Appendix F: Part 3A**  
**Budget for CalWORKs Funding by Program Category**

Community College: DIABLO VALLEY COLLEGE

Program Category	Amount Budgeted
Curriculum Development and Redesign	\$ 34,400
Coordination	\$ 34,171
Job Development/Job Placement	\$ 28,006
Work Study	\$ 142,777
Child Care	\$ 105,936
Instruction	\$
<b>TOTAL</b>	<b>\$ 346,290</b>

**Appendix F: Part 3B**  
**Budget for CalWORKs Funding by Budget Category**

Category	Budget
<b>1000 Certificated Services</b>	
Instructional Services	\$ 26,000
Student Support Services	\$ ---
Program Coordination	\$ 11,040
<b>2000 Classified Salaries</b>	
Instructional Services	\$ 8,000
Non-Instructional	\$ 39,180
<b>3000 Employee Benefits</b>	\$ 15,483
<b>4000 Supplies &amp; Materials</b>	\$ 4,000
<b>5000 Other Operating Expenses &amp; Services</b>	\$
<b>6000 Capital Outlay</b>	\$
7000 Other Outgo Child Care/Work Study	242,584
<b>TOTAL BUDGET</b>	<b>\$346,290</b>

This is to certify that the above information has been prepared in accordance with applicable Federal and State regulations. To the best of my knowledge, the information is correct.

District Business Officer's Signature

Date



College: DIABLO VALLEY COLLEGE

**Appendix F: Part 4**  
**CalWORKs Program Contact List**

Throughout the year, the Chancellor's Office will be providing updates regarding welfare reform and the CalWORKs Program in the community colleges through workshops, newsletters, and e-mail updates. To facilitate communication about the program between the Chancellor's Office and your college, please identify the following contact persons. We understand that in some cases, the same person may be the contact person for more than one area.

**Primary CalWORKs Contact Person:** has overall program or administrative responsibility for the CalWORKs Program and is the contact person for questions about the application for funding:

Name: Francisco M. Arce  
Title: Dean of Instruction  
Address: Diablo Valley College, 321 Golf Club Road  
Address: Pleasant Hill, CA 94523  
Phone number: 685 1230, ext. 203  
E-mail address: \_\_\_\_\_

**Fiscal CalWORKs Contact Person:** has fiscal responsibility for the program including the development of the budget and the expenditure reports:

Name: Chris Leivas  
Title: Director of Business Services  
Address: Diablo Valley College, 321 Golf Club Road  
Address: Pleasant Hill, CA 94523  
Phone number: 685 1230, ext. 533  
E-mail address: \_\_\_\_\_

**Work/Study Program Contact Person:** has primary program responsibility for implementing the work/study program for CalWORKs recipients.

Name: Paul Nilsen  
Title: Career Development Manager  
Address: Diablo Valley College, 321 Golf Club Road  
Address: Pleasant Hill, CA 94523  
Phone number: 685 1230, ext. 238  
E-mail address: \_\_\_\_\_

**Child Care Contact Person:** has primary program responsibility for providing child care for CalWORKs recipients.

Name: \_\_\_\_\_ Joan Symonds  
Title: \_\_\_\_\_ Faculty Child Development Center  
Address: \_\_\_\_\_ Diablo Valley College, 321 Golf Club Road  
Address: \_\_\_\_\_ Pleasant Hill, CA 94523  
Phone number: \_\_\_\_\_ 685 1230, ext. 316  
E-mail address: \_\_\_\_\_

**Job Development/Job Placement Person:** has primary responsibility for developing paid and unpaid work experience for CalWORKs recipients while they are enrolled in college and after they complete their education program.

Name: \_\_\_\_\_ Paul Nilsen  
Title: \_\_\_\_\_ Career Development Manager  
Address: \_\_\_\_\_ Diablo Valley College, 321 Golf Club Road  
Address: \_\_\_\_\_ Pleasant Hill, CA 94523  
Phone number: \_\_\_\_\_ 685 1230, ext. 238  
E-mail address: \_\_\_\_\_

**Curriculum Development and Redesign Contact Person:** has primary responsibility for overseeing curriculum development and redesign for the college.

Name: \_\_\_\_\_ Francisco M. Arce  
Title: \_\_\_\_\_ Dean of Instruction  
Address: \_\_\_\_\_ Diablo Valley College, 321 Golf Club Road  
Address: \_\_\_\_\_ Pleasant Hill, CA 94523  
Phone number: \_\_\_\_\_ 685 1230, ext. 203  
E-mail address: \_\_\_\_\_

**Coordination with County Welfare Department:** has primary responsibility for coordinating the colleges programs for welfare recipients with the county welfare department.

Name: \_\_\_\_\_ Dona DeRusso  
Title: \_\_\_\_\_ Re Entry Coordinator  
Address: \_\_\_\_\_ Diablo Valley College, 321 Golf Club Road, Pleasant Hill, CA 94523  
Phone number: \_\_\_\_\_ 685 1230, ext. 274  
E-mail address: \_\_\_\_\_

**Program Accountability Contact Person:** has primary responsibility for tracking student progress and providing accountability reporting information to the Chancellor's Office.

Name: \_\_\_\_\_ Dona DeRusso  
Title: \_\_\_\_\_ Re Entry Coordinator  
Address: \_\_\_\_\_ Diablo Valley College, 321 Golf Club Road  
Address: \_\_\_\_\_ Pleasant Hill, CA 94523  
Phone number: \_\_\_\_\_ 685 1230, ext. 274  
E-mail address: \_\_\_\_\_



**Welfare Reform Curriculum  
Inventory Survey**

College: DIABLO VALLEY COLLEGE

College Contact: FRANCISCO ARCE DEAN OF INSTRUCTION  
(Name) (Title)

Phone #: ( 510 ) 685-1230 Ext. 203

Fax #: ( 510 ) 687-2527

Please return this survey by: **May 15, 1997**

To: Dr. Marilyn Jorgensen  
California Community Colleges  
1107 Ninth Street, Ninth Floor  
Sacramento, CA 95814-3607.

If you have any questions as you are filling out the survey, please call Dr. Marilyn Jorgensen, at (916) 327-5492.

1. Short-term intensive vocational programs and/or courses (i.e. one year or less) under development for CalWorks.

**SHORT TERM CERTIFICATE AREAS**

Business Communications  
Basic Office Skills  
Business Computer Skills  
Bookkeeping/Record Keeping  
Customer Service

**DEVELOPMENT IDEAS FOR CERTIFICATE AREAS**

**Business Communications**

BUS101 Business English  
BUS250 Business Communications  
MANGT128 Effective Communication in Business  
and Industry  
MANGT151R Making Successful Bus. Pres.

**Business Computer Skills**

BUS75W Getting Started W/Windows 95  
BUS99 Intro to MS Word  
BUS99 Intro to MS Excel  
BUS75P Intro to MS PowerPoint  
BUS99 Internet

**Basic Business Concepts**

BUS109 Intro to Business  
BUS191 Small Business Management  
BUS294 Business Law  
ECON220 Principles of Macroeconomics  
ECON221 Principles of Microeconomics

**International Business**

BUS209 International Business  
MANGT152B Managing Cultural  
Diversity  
Language for Business (210 - Spanish, Chinese,  
German, Italian, Japanese)

**Quantitative Business Skills**

BUS103 Applied Business Mathematics  
BUS240 Business Statistics  
BUS261 Investments  
BUS285 Federal Income Taxes

**Leadership/Teamwork Skills**

MANGT151B Dealing With Difficult People  
MANGT151L Teamwork & Team-Building  
Skills  
MANGT152C Managing Conflict  
MANGT152D Negotiation Skills  
MANGT226 Group Dynamics and Leadership

**Basic Office Skills**

BUS110 Keyboarding I  
BUS111 WordPerfect/Keyboarding II  
BUS140 Records Management/Filing Systems  
BUS211 Office Procedures & Telecommunications

**Bookkeeping/Record Keeping**

BUS181 Applied Accounting  
BUS185 Microcomputer Acctg. Apps.  
BUS75Q Intro to Quicken for Windows  
BUS103 Applied Business Mathematics

**Accounting**

BUS186 Principles of Accounting I  
BUS187 Principles of Accounting II  
BUS284 Cost Accounting  
BUS282 Intermediate Accounting

**Small Business Management**

BUS191 Small Business Management  
BUS192 Entrepreneurship and Venture Mgt.  
MANGT121 Practices & Concepts of Supervision  
BUS181 Applied Accounting

**Business Career Skills**

MANGT151A Strategic Career Growth

MANGT151L Teamwork & Team Building Skills

CARDV150 Exploring Careers (Careers in  
Business/Tech.)

CARDV150 Exploring Careers/Jobs on the Internet

**Personal Business Skills**

MANGT151E Self-Esteem and Self-Management

MANGT151F Time Management

MANGT151J Managing Stress

MANGT151M Improving Mental Effectiveness on  
the Job

MANGT151N Emotional Intelligence in Workplace

MANGT151P Assertiveness & Handling Criticism

2. The basic skills, English and Math, courses are offered on a semester basis for credit.

ENGLISH

ENGL 67 - ESL: Introduction to College and  
English Skills 1 unit, Cr  
ENGL 72 - ESL Pronunciation/Listening Skills  
2 units, Cr  
ENGL 76 - ESL: Intermediate Reading  
Comprehension and Study Skills  
3 units, SC  
ENGL 78 - ESL: Intermediate Writing Skills  
3 units, SC  
ENGL 83 - ESL Language Lab 1 unit, Cr  
ENGL 86 - ESL: High Intermediate Reading  
Comprehension 3 units, SC  
ENGL 88 - ESL: High Intermediate Writing Skills  
3 units, SC  
ENGL 90 - English Skills Workshop  
.5-3 units, Cr

MATH

MATH 65 - Arithmetic and Problem Solving  
2 units, Cr  
MATH 70 - Refresher Arithmetic  
1 unit, Cr  
MATH 71 - Pre-Algebra 1 unit, Cr

3. Life skills, work preparation skills, and other employment preparation classes or programs.

COUNSELING

COUNS 100 - Group Counseling 3-4 units, Cr

COUNS 105 - Orientation to College  
.5 unit, Cr

COUNS 110 - Career Planning 1 unit, Cr

COUNS 120 - Student Success 3 units, SC

COUNS 150 - Topics in Counseling  
.5-3 units, SC

COOPERATIVE EDUCATION

COOP 160 - General Work Experience Education  
1-3 units, LR

COOP 170 - Occupational Work Experience  
Education 1-4 units, LR

COOP 170A- Internship in Occupational Work  
Experience Education 1-4 units, LR

4. Longer term programs that articulate with or build upon the shorter term training programs and have as their goal preparation and training for high-wage, high-skill occupations.

**Diablo Valley College \* Certificates of Achievement  
Unit Requirements & Time for Completion**

<b>Certificates</b>	<b>Units</b>	<b>Time*</b>
<b>Business</b> Real Estate Salesperson's License	9	1 semester
<b>Facilities Maintenance Technology</b>	14-16	1 semester
<b>Music Industry Studies</b>	16	1 semester
<b>Early Childhood Assistant-Family Day Care Provider/Foster Care Provider</b>	16-18	1+ semesters
<b>Electronics</b> Electronic Service Technology	18	1+ semesters
<b>Business</b> Accounting	27	2 semesters
<b>Office Administration-General Office Support</b>	27	2 semesters
<b>Office Administration-Administrative Assistant/Executive Secretary</b>	22.5	2 semesters
<b>Office Administration-Medical Office</b>	27	2 semesters
<b>Real Estate</b>	24	2 semesters
<b>Real Estate Broker's License</b>	24	2 semesters
<b>Retailing</b>	27	2 semesters
<b>Small Business Management</b>	27	2 semesters
<b>Construction Supervision &amp; Superintendency</b>	28	2 semesters
<b>Dental Laboratory Technology</b>	22	2 semesters
<b>Early Childhood Assistant</b>	26	2 semesters
<b>Horticulture</b>	27-28	2 semesters
<b>Library Information Technology</b>	20-22	2 semesters
<b>Business</b> Office Administration-Word/Information Processing	31	2+ semesters
<b>Office Administration-Legal Office</b>	31	2+ semesters
<b>Computer and Information Science</b>	24-26	2+ semesters
<b>Computer Science</b> Computer Hardware Support	33-36	2+ semesters
<b>Computer Science</b> Microcomputer Software Support	27	2+ semesters
<b>Construction and Building Inspection</b>	32	2+ semesters
<b>Electronics</b> Advanced Electronic Technology	28-30	2+ semesters



<b>Horticulture</b> Landscape Construction	31	2+ semesters
<b>Management Studies</b>	30	2+ semesters
<b>Television Arts</b>	29.6	2+ semesters
<b>Women's Programs &amp; Services</b>	30.5	2+ semesters
<b>Alcohol &amp; Drug Studies</b>	38	3 semesters
<b>Construction Management</b>	37	3 semesters
<b>Dental Assisting</b>	40.5	3 semesters
<b>Horticulture</b> Landscape Design	33-34	3 semesters
Landscape Maintenance	39-40	3 semesters
<b>Hotel &amp; Restaurant Management</b> Baking & Pastry	41	3 semesters
Hotel Administration	34	3 semesters
<b>Machine Technology</b>	40.5	3+ semesters
<b>Early Childhood Assistant-Children's Center Instruction</b>	45	4 semesters
<b>Engineering Technology</b> Drafting	45-46	4 semesters
Materials Testing	47-48	4 semesters
Surveying	45	4 semesters
<b>Hotel &amp; Restaurant Management</b> Restaurant Management	49	4 semesters
<b>Architecture Technology</b>	53-54	4+ semesters
<b>Hotel &amp; Restaurant Management</b> Culinary Arts	51-54	4+ semesters
<b>Administration of Justice</b>	58-60	5 semesters
<b>Respiratory Therapy (joint program with Ohlone College)</b>	81.5	6+ semesters
<b>Dental Hygiene</b>	87-90	7+ semesters

\*Time for Completion is estimated based on full time (12 units per semester) enrollment, satisfactory progress, and competencies in basic skills (math, reading, and writing).